

Dunkeld State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Dunkeld State School** from **8 to 9 June 2021**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). This school is prescribed to deliver a kindergarten program for eligible aged children and the report additionally presents an evaluation of the school's performance against the elements and standards that make up the seven areas of the [National Quality Standard](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Leah Mullane	Internal reviewer, EIB (review chair)
Murray Branch	Peer reviewer



1.2 School context

Location:	Mitchell-St George Road, Dunkeld	
Education region:	Darling Downs South West Region	
Year levels:	Kindergarten to year 6	
Enrolment:	10	
Indigenous enrolment percentage:	nil	
Students with disability:	Education Adjustment Program (EAP) percentage:	10 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	10 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1077	
Year principal appointed:	2000	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, small schools Business Manager (BM), teacher, two teacher aides, Speech Language Pathologist (SLP), Information and Communication Technology (ICT) technician, four parents and nine students.

Community and business groups:

- Parents and Citizens' Association (P&C) president.

Partner schools and other educational providers:

- State Delivered Kindergarten (SDK) senior advisor and Dunkeld Golf Club president.

Government and departmental representatives:

- Mayor of Maranoa, State Member for Warrego and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Professional development plans
Investing for Success 2021	Strategic Plan 2018-2021
Headline Indicators (April 2021 release)	School Data Profile (Semester 2 2020)
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
School improvement targets	School newsletters and website
School pedagogical framework	School data plan
Student Code of Conduct	School Opinion Survey
School based reading and writing framework	School based curriculum, assessment and reporting framework
Quality Improvement Plan	



2. Executive summary

2.1 Key findings

Staff members work collegially within their team, supporting each other and developing capability through collaborative practices and regular rigorous discussions in relation to teaching and learning.

High levels of collegiality and support are apparent amongst staff members who identify the importance of consistency in supporting the learning and wellbeing needs of students. School staff share a dedication to the improvement of students and speak of their work with pride. They are committed to providing a high quality education for students and work continually to improve student outcomes. Teacher aides are viewed as an integral part of student learning and are highly skilled. The principal and staff members work within the Maranoa Association of Small Schools (MASS) to provide opportunities for collaborative professional learning. The principal is acknowledged by staff, students, parents and community partners as an exemplary leader within the school and cluster, with a passion for student improvement and a strong dedication to the school.

Parents speak highly of the caring and dedicated nature of school staff.

Students and parents describe a culture of community and belonging. A strong sense of connection and school pride is expressed by the school community. Staff are dedicated to providing a caring and nurturing learning environment for all students. This is enacted through the ongoing development of strong and respectful relationships between students and staff. Students articulate that their teachers are one of the things they like best about the school. Parents are viewed as valuable partners in student learning and are welcomed at the school. Parents, including some alumni, are dedicated to the ongoing improvement and success of the school.

The principal and staff members are united and committed to providing a nurturing educational environment, whereby students improve and feel supported.

The principal articulates the Explicit Improvement Agenda (EIA) as improvement in the teaching and learning of reading and writing. School staff articulate this as the current school improvement priority. When discussing the EIA, staff members articulate the current practices for reading and writing implemented in the classroom. The school has developed a reading and writing framework outlining the key practices for implementation in the classroom. Reading and writing data is tracked on the school data wall for individual student progress and achievement. Staff understanding of their roles in implementing targeted strategies and key actions for student improvement aligned to the EIA are yet to be fully articulated.



The principal expresses a commitment to continual development of capability within the school-wide professional team.

The teaching team expresses enjoyment in being able to work together and high levels of collegial energy are apparent across the school. Staff members articulate opportunities for informal feedback on their ways of working from other team members. The principal engages as an instructional leader through the modelling of teaching and learning practices for all staff. The teaching team indicates a strong willingness to engage in formal opportunities for collegial learning within the school to develop their knowledge and skills to improve student learning. The principal expresses a desire for the development of regular and formal opportunities for professional learning within the school.

The principal views reliable school data as essential to the effective leadership of the school, and supportive of individual student improvement and informing starting points for learning.

Regular informal data conversations occur between the teaching teams on a weekly basis. Data conversations are followed by opportunities to share useful teaching strategies as next steps in improving a student's reading or writing skills and knowledge. The principal recognises the need to ensure all staff members continue to strengthen data literacy skills in interpreting and analysing student achievement data to continually respond to the needs of students in the programs they deliver, and enable deeper discussions amongst staff regarding student learning progress. The principal expresses a desire to formalise data conversations to develop regular rigorous practices in student data analysis.

The principal articulates that an intentional approach to improving the progress of every student is the key to improving student learning across the school.

School staff express the strong belief that the development of staff members in teaching and learning capability is key to student success. The principal utilises the pedagogical approaches outlined within the school's pedagogical framework for implementation in the classroom on a daily basis. Students express strong positivity regarding the engaging nature of the teaching and learning experiences provided to them by the teaching team. School staff articulate some of the practices included within the framework. The principal expresses a desire to further embed the school's pedagogical framework for consistency of understanding and shared language with all staff in the teaching team. The principal acknowledges a need to review the current pedagogical framework with the teaching team to develop understanding and capability in implementing the school's pedagogical approaches for consistency of practice.

The school has a strong student-centred approach to learning and staff express a shared belief that all students deserve a high quality education that meets their individual learning needs.

Staff members understand that all students learn from their own starting point, and work diligently to cater to the individual needs of students on their learning journey. School staff take pride in their ability to cater for the range of needs of students within their multi-age setting, tailoring student learning to individual needs across all learning areas. School staff



currently implement a range of differentiated practices to support the individual needs of students at the school. These include the utilisation of Information and Communication Technology (ICT), scribing, structural class grouping, hands-on learning materials, scaffolded instruction, individual learning strategies and plans, and small group and one-on-one support. The principal acknowledges the need for a more formalised documentation and review process for the current differentiated practices implemented.

The teaching team is dedicated to developing student ownership of their learning through the development of learning walls.

School staff utilise the learning walls as an effective and engaging pedagogical tool to build student understanding of their current learning and improve skills required for unit assessments. Curriculum assessments are unpacked with students to develop autonomy in learning and improve student outcomes. Student examples are linked to the matching achievement standards within the learning guide for student reflection and the development of strategies for improvement. Learning walls are utilised across a range of learning areas for all year levels. The teaching team develops learning walls that connect student work with teacher feedback. The learning walls utilise teacher and student exemplars to show students the next steps in their learning.

The school's student-centred approach and sense of community is held in high regard by all stakeholder groups.

The school's student-centred approach is reflected in the positive and welcoming nature of the school and staff. Curriculum plans and pedagogical practices are continually reviewed and updated to include student voice in teaching and learning practices. The school's inclusive approach is utilised for all students, including students in the State Delivered Kindergarten (SDK) program. The school seeks a range of methods for enhancing student learning and wellbeing through collaboration with students, parents and families, cluster schools and other local community organisations. Students are engaged with responsive teaching and programming through child-directed learning opportunities.



2.2 Key improvement strategies

Refine the school's EIA outlining the roles, responsibilities and accountabilities of all staff, including targeted strategies and key actions for student improvement.

Provide regular and formalised opportunities within the school for collegial learning in alignment with the school's priority initiatives and professional learning plan.

Formalise processes for rigorous data analysis conversations within the teaching team to inform teaching and learning practices and student improvement.

Develop staff capability in understanding, and implementation of, the school's pedagogical approaches for consistency of practice.

Develop expectations for the formal documentation, implementation and review of differentiated practices and classroom adjustments.